SEI COMPLIANCE MONITORING
FOR TEACHERS AND COACHES

OELAS CONFERENCE

2016

Introductions

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- Director of Monitoring/Title III for ADE

- STEM/ Instructional Coach

- Language Acquisition Coach

- Mainstream and SEI Teacher

Agenda

- You'll complete a graphic organizer to refer to for COMPLIANCE INFORMATION and guidance with:
  - SEI Classrooms
  - ILLP Classrooms
  - OELAS Support

Ice Breaker- Crazy 8s

- Count off 1-**8**

- Sit at numbered tables with those who have your same number when prompted

- Find **8** things you and **ALL** members of your group have in common

  - NO BODY PARTS! MOST OF US HAVE 2 HANDS, 2 EYES, ETC.

  - Assign one scribe and one spokesperson within your group

- Be ready to share your entire list in **8** minutes

- Listen for my signal to return to your "home" table

Use Your Graphic Organizer

	Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
Key Compliance Items for SEI Models					

THE MONITOR'S EYE

WHAT TO LOOK FOR

The Monitor's Eye

- Train your eyes to see the most important "visible" compliance items in your own SEI or ILLP classroom.

SEI CLASSROOM	ILLP CLASSROOM
• Schedules • Master, Lesson Plan, Posted • Lesson plans match instruction • ELPS/ PIs in allocations • Student rosters	• Attachment A and its Performance Indicators (PIs) • Attachment B • PIs posted or in lesson plans • Student schedules = Teacher assignments on Attachment A (MS & HS)

Schedules In The SEI Classroom

- Check your posted schedules & lesson plans to ensure the four Time Allocations are being taught in discrete blocks.
  - Grammar, Writing, Reading, OEC/V
- Verify the clock times are listed in your lesson plans - and they total 60 minutes per allocation.

It's G.O. Time!

	Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
Key Compliance Items for SEI Models	**SEI ROOM**	**Schedules**	**LP, & posted match instruction**	**Show All 4 time allocations**	**Clock times in LPs**

Time Allocations

for all grades and all proficiency levels

There are 4 SEI Time Allocations	1	2	3	4

** Please do NOT split up allocations. Each allocation is discrete and must consist of one full hour of instruction!

Time Allocations

- If an SEI time Allocation must be broken, please don't split it with fewer than 30 minutes on either side of the forced interruption.

- If an SEI time Allocation is broken, it must be continued and completed, following the interruption (lunch or special areas), before another allocation is started.

It's G.O. Time!

	Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
Key Compliance Items for SEI Models	**SEI ROOM**	**Schedules**	**LP, Posted, & Master match instruction**	**Show All 4 time allocations**	**Clock times in LPs**
	SEI ROOM	**Allocations**	**OECV, Rdg, Wrtg, & Grammar**	**60 minutes un-interrupted each**	**If interrupted, 30 on each side and continue when return.**

Lesson Plans In The SEI Classroom

- Make sure you are using ELP Standards and they are driving instruction!
  - ELP Standards/ Performance Indicators (PIs) are driving the lessons for those 4 hours.
  - ELP Standards/ PIs are being placed in the correct SEI Time Allocations.
- USE THE COMPLIANCE SLIDE FOR REFERENCE PLEASE!!!!!

Required ELP Standards/PIs in Time Allocations For SEI Classrooms and ILLP Attachment A

SEI Time All...	Oral English/ Conversation	Grammar	Writing	Reading

BEHOLD THE "COMPLIANCE SLIDE"

Language Strand Standard 2: Vocabulary	English Conventions		

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	**Schedules**	**LP, Posted, & Master match instruction**	**Show All 4 time allocations**	**Clock times in LPs**
SEI ROOM	**Allocations**	**OECV, Rdg, Wrtg, & Grammar**	**60 minutes un-interrupted each**	**If interrupted, 30 on each side and continue when return.**
SEI ROOM	**Lesson Plans**	**ELPS/PIs in correct allocations**	**TIP: Use compliance slide!**	**ELPS PIs drive instruction!**

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From **XX:XX–XX:XX** **(60 minutes)**	Time frame From **XX:XX–XX:XX** **(60 minutes)**	Time frame From **XX:XX–XX:XX** **(60 minutes)**	Time frame From **XX:XX–XX:XX** **(60 minutes)**
ELP Standards/ Performance Indicators	**ELP Standards/ Performance Indicators**	**ELP Standards/ Performance Indicators**	ELP Standards/ Performance Indicators
Listening & Speaking Domain *AND* *Language Strand Standard 2 Vocabulary*	*Reading Domain*	*Writing Domain*	*Language Strand Standard 1 Standard English Conventions*
Lesson	**Lesson**	**Lesson**	**Lesson**
ELP Standards/ Performance Indicators drive the instruction.	**ELP Standards/ Performance Indicators drive the instruction.**	**ELP Standards/ Performance Indicators drive the instruction.**	**ELP Standards/ Performance Indicators drive the instruction.**

SEI Classroom Observation

All Questions MUST be answered

Short description of class

✓ The description should be concise and short
✓ Title of class assigned by the school. Middle/HS, include name and course number if available
✓ Description of whether it is a self-contained class, or an individual section

Model Compliance

Have they allocated 4 hours for ELD? Y N

✓ Evidence would be from lesson plans and/or master schedule. DOCUMENT EXPLICITLY
✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated
  so all "program" questions are consistent.
✓ If you answer NO, you MUST provide EXPLICIT documentation to support observation.
  EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings
  Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan

If no, how many hours have they allocated?   0   1   2   3   NA

✓ Provide written description of which hours of the SEI Models were being implemented regarding the allocation of 4 hours of ELD
✓ Be sure to check NA if the answer is yes to question
  - all questions must be answered

Are the 4 hours the correct allocation?   Y   N

✓ Evidence would be from lesson plans and/or master schedule- DOCUMENT EXPLICITLY
✓ If you answer NO, you MUST provide documentation to support observation.
  Unable to determine not acceptable answer
  Evidence - Schedule of school day on board and/or time allocations in lesson plans

Have they allocated a discrete hour of grammar?   Y   N

✓ Evidence would be from master schedule and/or teacher's lesson plans
✓ If you answer NO, you MUST provide explicit documentation to support observation
  Unable to determine not acceptable

Are the lessons based on ELP standards?   Y   N

✓ Evidence would be from lesson plans
✓ Evidence observed that teacher is teaching to objective
✓ If you answer NO, provide documentation to support observation
  Evidence - Information contained in lesson plans and/or on board

ELL students only, no mixing   Y   N   Answer YES if approved exception

✓ Evidence would be from classroom roster
✓ If you answer NO, you MUST provide documentation to support observation

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Are students grouped by proficiency level?   Y   N

✓ Evidence would be from classroom rosters
✓ If you answer NO, you MUST provide documentation to support observation
  Evidence - What groupings were observed in classroom
  Unable to determine not acceptable answer

Is the teacher Highly Qualified?   Y   N

✓ Answer "NO" if a roster was not provided and document
✓ This should have been determined prior to classroom visitation
✓ If not provided, check the District Notebook for highly qualified attestations

State Compliance

Instruction in English   Y   N

Instruction is required to be in English
... you MUST provide documentation to support observation

... able (other than dictionaries) in any language other than
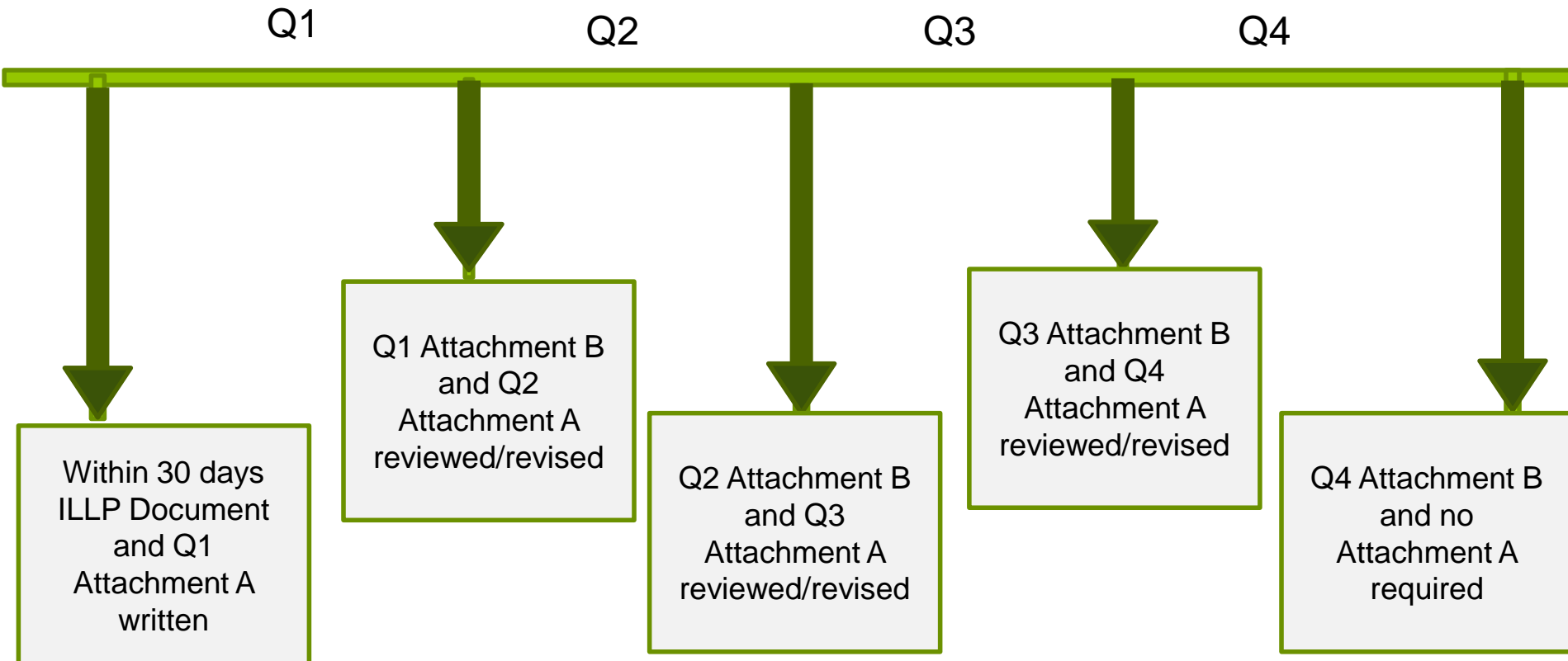
ILLP CLASSROOMS

ILLP Timeline

- Verify that all three parts of the ILLP (ILLP, Attachment A, and Attachment B) are completed within the timeline.

Q1   Q2   Q3   Q4

Q1 Attachment B and Q2 Attachment A reviewed/revised

Q3 Attachment B and Q4 Attachment A reviewed/revised

Within 30 days ILLP Document and Q1 Attachment A written

Q2 Attachment B and Q3 Attachment A reviewed/revised

Q4 Attachment B and no Attachment A required

It's G.O. Time!

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	**Schedules**	**LP, Posted, & Master match instruction**	**Show All 4 time allocations**	**Clock times in LPs**
SEI ROOM	**Allocations**	**OECV, Rdg, Wrtg, & Grammar**	**60 minutes un-interrupted each**	**If interrupted, 30 on each side and continue when return.**
SEI ROOM	**Lesson Plans**	**ELPS/PIs in correct allocations**	**TIP: Use compliance slide!**	**ELPS PIs drive instruction!**
ILLP DOCS	**Timeline**	**Att. A written at beginning of every quarter.**	**Att. B written at end of every quarter.**	**ILLP doc signed w/in 30 days or 2 weeks. 3 logged attempts.**

Key Compliance Items for SEI Models

Copies in the ILLP Classroom

- Be sure you have a copy of ILLP documents for each ELL in your classroom.
  - Original signed parent document gets filed in cumulative folder.
  - If you are assigned an allocation, you must keep copies of documents- Attachments A and B in your classroom.

ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)
- *Documents the teacher responsible for instruction based on time allocations.*
- *Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.*
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

Attachment B (may be altered by LEA, but must have all components)
- *Formative assessment information to document progress of the English language learner.*
- *Updated quarterly (or in accordance with reporting period).*

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom Teacher

_____
Classroom English language arts teacher   Date

Parent/ Guardian

_____
Parent/guardian   Date

ELL Coordinator

_____
ELL coordinator   Date

Site Administrator

_____
Site Administrator   Date

It's G.O. Time!

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	**Schedules**	**LP, Posted, & Master match instruction**	**Show All** 4 **time allocations**	**Clock times in LPs**
SEI ROOM	**Allocations**	**OECV, Rdg, Wrtg, & Grammar**	**60 minutes un-interrupted each**	**If interrupted, 30 on each side and continue when return.**
SEI ROOM	**Lesson Plans**	**ELPS/PIs in correct allocations**	**TIP: Use compliance slide!**	**ELPS PIs drive instruction!**
ILLP DOCS	**Timeline**	**Att. A written at beginning of every quarter.**	**Att. B written at end of every quarter.**	**ILLP doc signed w/in 30 days or 2 weeks. 3 logged attempts.**
ILLP	**Copies in classroom**	**Att. A for every quarter.**	**Att. B for every quarter.**	**Original ILLP doc in cum. Copy in class a plus!**

Key Compliance Items for SEI Models

Attachment A

- Plan time (with team if necessary) to review and revise Attachment A documents quarterly.

- Team check each quarter's Attachment A to make sure there are 4-5 ELPS Performance Indicators in each allocation.

- Make sure each quarter's Attachment A has the correct ELPS PIs in each allocation.

- Verify progression of skills on Attachment A throughout the year.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *AZELLA Date:		
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ESL, BLE, or SEI Training?	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N	4-5 PIs from Listening/Speaking Domain and Language Strand: Standard 2 (Vocab)	
*Reading	*60 minutes		Y N	4-5 PIs from Reading Domain	
*Writing	*60 minutes		Y N	4-5 PIs from Writing Domain	
*Grammar	*60 minutes		Y N	4-5 PIs from Language Strand: Standard 1	

(Performance Indicators to be written out)

Allocations

Revised: August 2016   *   Indicates required information to be included   Original Document placed in student's cumulative file.

Copy to identified ILLP classroom teacher(s)
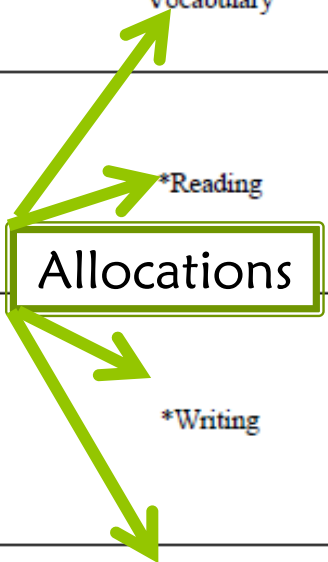
ILLP Teacher Assignments

- Only one teacher is responsible per allocation.
- Ensure you have the student in your class, if you are responsible for an allocation.
  - 1 period = 1 allocation
- Sign the Attachment A.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *AZELLA Date:	
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:

*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ESL, BLE, or SEI Training?	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Teacher names

Allocations

It's G.O. Time!

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ILLP	**Copies in classroom**	**Att. A for every quarter.**	**Att. B for every quarter.**	**Original ILLP doc in cum. Copy in class a plus!**
ILLP	**Attachment A**	**4-5 /PIs correct and in each allocation**	**1 teacher per allocation- all teachers sign.**	**Target date = end of quarter. Each quarter indicated!**

Key Compliance Items for SEI Models

Documenting ELPS In ILLP Classroom

- Ensure you have evidence of ELPS Performance Indicator(s) from Attachment A posted in your classroom or in your weekly lesson plans.

  - **You must have evidence from every domain/strand for which you are responsible on Attachment A.**

- Ensure there is evidence of differentiation for the ELLs somewhere in your room or in your lesson plans.

Posting PIs From Attachment A

Departmentalized

- Oral English/Conv. Vocabulary
  - Must have L&S and L2 PIs
- Reading
  - Must have Reading PI
- Writing
  - Must have Writing PI
- Grammar
  - Must have L1

Self-Contained

- Must have all 5 areas of ELPS:
  - L&S (Listening & Speaking)
  - L2 (Vocabulary)
  - R (Reading)
  - W (Writing)
  - L1 (Grammar)

It's G.O. Time!

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	**ELPS PIs**	**PIs from every allocation evident**	**Posted or in LPs**	**If in LP, recommend footer**

Key Compliance Items for SEI Models

Attachment B

- Make certain you are completing an Attachment B at the end of each quarter or instructional period.
  - Attachment B acts as a progress report to the performance indicators selected at the beginning of the quarter on Attachment A.
  - Any assessments that would determine mastery or progress of ELPS may be used.

ILLP Progress Report - Attachment B

*Name_____

*SAIS ID #_____

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

*Quarter: 2	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

ILLP Progress Report (cont.)

*Quarter: 3	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

*Quarter: 4	*Date:	*Teacher Signature:
		(Classroom/Language Arts/English teacher)

*Formative Assessments Used and Results:

*Recommendations:

It's G.O. Time!

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	**ELPS PIs**	**PIs from every allocation evident**	**Posted or in LPs**	**If in LP, recommend footer**
ILLP ROOM	**Attachment B**	**All teachers on Att. A share data**	**Recommend-ations complete**	**Done at end of each Q-progress rept.**

Key Compliance Items for SEI Models

ILLP ELLs in a Mainstream Classroom Observation
All Questions MUST be Answered

Please note: ILLP class is not intended to be an ELD class

Short description of class
- ✓ The description should be concise and short
- ✓ Title of class assigned by the school
- ✓ Description of whether it is a self-contained class, or an individual section

Model Implementation

Does the teacher have an ILLP for each ELL ? | Y | N
- ✓ Evidence of an ILLP in the classroom for each ELL
- ✓ If you answer NO, you MUST provide documentation to support observation
  Unable to determine not acceptable answer

Has the Required Documentation been signed by parents, and teachers utilizing the ILLP? | Y | N

Are specific ELP Standards/Performance Indicators included on the Attachment A? | Y | N
- ✓ Standards can be the same for all students in the specific proficiency level
- ✓ If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the SEI Models? | Y | N
- ✓ Evidence that all areas (reading, writing, grammar, oral English/conversation and vocabulary) are identified on an ILLP
- ✓ If you answer NO, you MUST provide documentation to support observation
  Unable to determine not acceptable

Is there evidence of a Performance Indicator located in the lesson plan or evident in classroom? | Y | N
- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL.
  Evidence - If reading was noted on the ILLP, the teacher actually works with ELL(s) using the ELP Reading Standards
  Evidence of Performance Indicator may be posted elsewhere in classroom
- ✓ If not observed during the time the monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
  QUESTION TO ASK: How do you use the Performance Indicator to differentiate the instruction for the ELL?

Arizona Department of Education: Office of English Language Acquisition Services, July 2013

Is there evidence of differentiated instruction for the English language learner(s)? | Y | N
- ✓ If not observed during the time monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction for the ELL(s) in the class.
- ✓ Some examples of differentiated instruction might include:
  → Teacher works with students individually
  → Small group instruction
  → Teacher indicates at some time they will work with individual students
- ✓ If you answer NO, you MUST provide documentation to support observation

Mainstream class size

Number of English language learners
Proficiency levels of ELL(s) [check all that apply: Indicate number of students at each proficiency level in details

	1	2	3	4	5	6	7	8	9	10	11	12	13
	14	15	16	17	18	19	20	21	22	23	24	25	26
	27	28	29	30	31	32	33	34	35				
PE	1	2	3	4	5	6	7	8	9	10	11	12	13
E	2	3	4	5	6	7	8	9	10	11	12	13	
B	3	4	5	6	7	8	9	10	11	12	13		

Evidence of periodic review and/or Attachment A? | Y | N
determine not acceptable answer

en completed for | Y | N
t acceptable answer

State Compliance

...sh | Y | N

...cumentation to support observation

... | Y | N

...her than dictionaries) in any language other

...servation

...more native language than for clarifi...
...t resort)

...acquisition Services, July 2013

...anslation of all instructions or
...support observation

...an emergency situation is acceptable

Compliance & Effectiveness
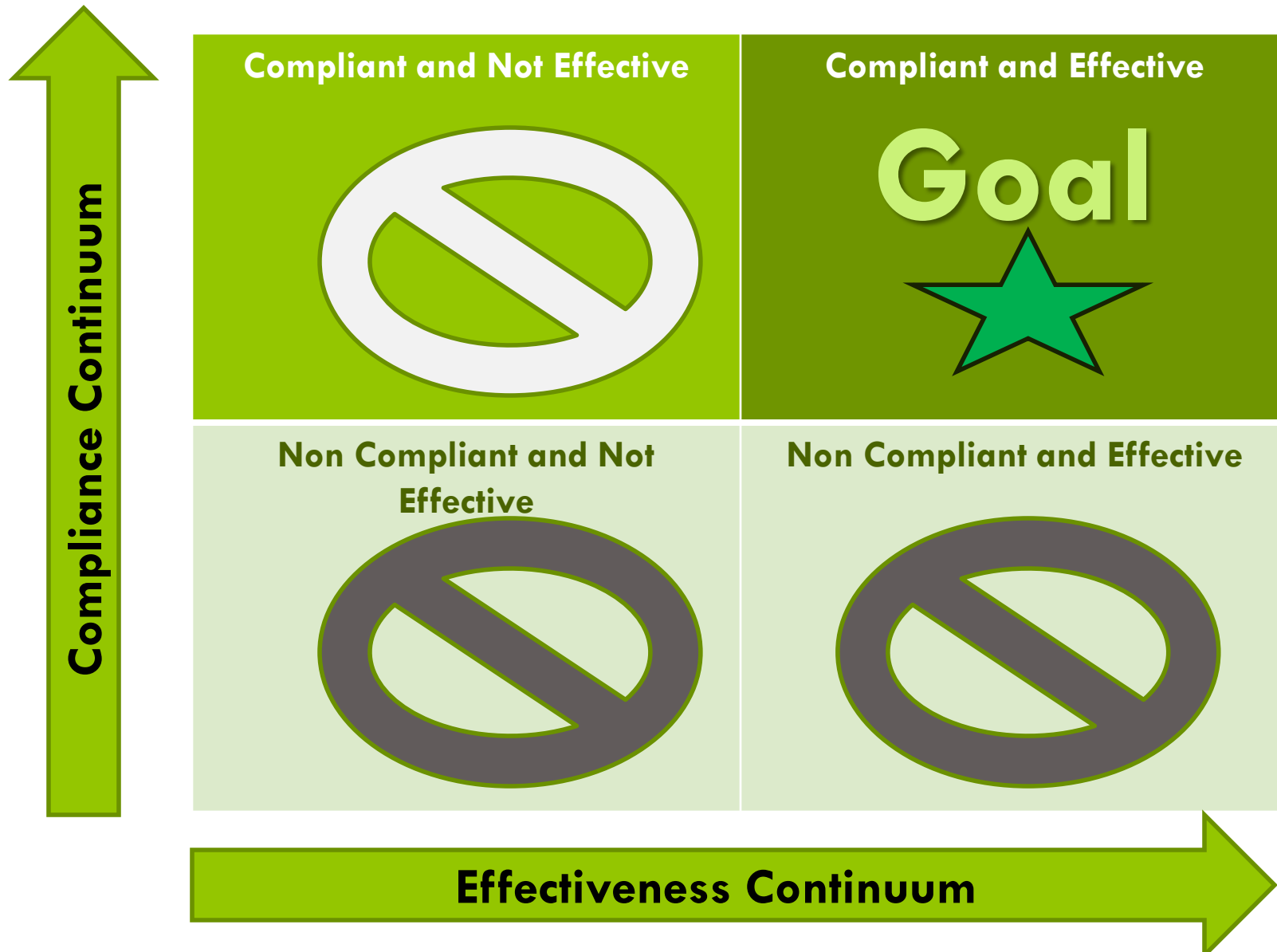
Making Connections To Your Classroom

- Here are the most common findings which monitored LEAs all across Arizona had trouble with in 2016-2017.

- Use these "trending" findings as your guide, to help you direct your focus in your classroom.

Breakdown of Percentages From 2016-2017

- 11% of ILLP classroom documents weren't signed or were missing

- 13% of SEI classrooms didn't allocate an hour of grammar

- 16% of SEI classrooms didn't have the 4 hours of ELD allocated correctly

- 17% of LEAs had missing or late Parental Notifications

- 20% of ILLP classrooms had findings with ELPS on Attachment A

- 21% of LEAs had findings with groupings

- 30% of ILLP classrooms had findings with ELPS posted or in lesson plans

- 38% of SEI classrooms had findings with ELPS driving lessons

Gallery Walk For Compliance Items

When you counted off at the beginning of the presentation, you were assigned a number 1-8. You will travel with your home table, but will be grouped as follows.

Table 1 members 1-4 = 1A Group

Table 1 members 5-8 = 1B Group

Table 2 members 1-4 = 2A Group

Table 2 members 5-8 = 2B Group

Etc. etc. etc.

Gallery Walk For Compliance Items

- Bring something you can use to write with on each poster

- Find your starting poster (1A, 3B, 7A, etc.)

- Look at the samples and write something correct or incorrect you found on the sample COMPLIANCE related!

-

- Rotate through as many as you can in **8 minutes** (1B rotates to 2B, 8A rotates to 1A, 4B rotates to 5B)

- Bring any burning questions back to your home table with you

Gallery Walk Feedback

- Posters 1A and 1B- Share
- Posters 2A and 2B- Share
- Posters 3A and 3B- Share
- Posters 4A and 4B- Share
- Posters 5A and 5B- Share
- Posters 6A and 6B- Share
- Posters 7A and 7B- Share
- Posters 8A and 8B- Share

Questions?

Thank you!

Arizona Department of Education

OELAS

602-542-0753